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ABSTRACT

The French Immersion Program at the University of Tulsa was evaluated. Eleven students enrolled during a six-week program were compared to 20 students enrolled in a traditional program at Ohio State University. Assessment was performed using an instrument designed to measure listening, reading, and writing skills. Students in the intensive setting generally outperformed students in the traditional setting, although differences were often very slight. Immersion students did not score significantly higher in listening, reading, and writing. They did score much higher on free composition. This indicates they were more eager to use the target language, at least in the written form, than were students in the traditional classroom. Motivation influenced results, with students who wanted to learn French scoring higher than those merely wanting to fulfill language requirements. It is concluded that immersion programs are useful for students who want an immediate and firm grasp of a foreign language or students who want to preserve a language heritage without spending several semesters learning a language. (RW)

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THE EFFECTS OF INTENSIVE LANGUAGE INSTRUCTION ON STUDENT PERFORMANCE IN BEGINNING COLLEGE FRENCH *

By

Elaine McKee

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THE EFFECTS OF INTENSIVE LANGUAGE INSTRUCTION ON STUDENT PERFORMANCE IN BEGINNING COLLEGE FRENCH *

INTRODUCTION

Although intensive courses are not a new concept, it is only in recent years that they have been gaining in popularity in the college curriculum. As practiced today, however, intensive instruction has no clear definition and, while there is some evidence that such courses can develop superior language proficiency (Moreland, 1980; Benseler and Schulz, 1979), little empirical data exist.

In a detailed study on intensive foreign language courses, Benseler and Schulz (1979) have traced serious intensive instruction to World War II when the army created the Army Specialized Training Program (p. 2). Describing the program, Springer (1944) had noted that this program called for:

(1) a large number of instructional contact hours within a relatively short period of time;

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(2) a small number of students per class;

(3) a combination of presentation of language structure and conversation practice;

(4) an emphasis on drill and on the formation of linguistic habits;

(5) phonemic analysis and transcription;

(6) a course of instruction by native informants;

(7) a command of the colloquial spoken form of the language studied (Springer, 1944, p. 256).

Because the concept was found to be successful in the military setting, educators soon began to apply it to civilian learning situations (Benseler and Schultz, 1979). And, despite differences of opinions (Morgan, 1943; Fuerst, 1944), the idea of intensive foreign language instruction has been adopted successfully in various academic settings and is becoming increasingly popular. Today, however, there is no clear definition of the nomenclature used to identify such programs.

A perusal of the related literature shows clearly that many such programs have not much more in common than a name, and that the labels "intensive" and "immersion" are often used interchangeably. Roy (1980) has noted that the same confusion is found among programs called "immersion" across Canada where the word "immersion" is frequently used to refer to programs ~~for~~ with a community majority or

minority languages (p. 403). He lists a number of programs called "immersion" and described as follows:

--French to the English-speaking in an English environment
--French to the English-speaking in a French environment
--French to a linguistic mix in an English environment for purposes of maintenance
--Ukrainian to the Ukrainian-speaking in an English environment for the purposes of maintenance
--Ukrainian to the English-speaking in an English environment
--Standard Italian to Italians speaking various dialects in an English-speaking environment for purposes of Italian maintenance or transition to English (Roy, 1980, p. 403).

Benseler and Schulz (1979) have noted further that besides the labels "immersion" and "intensive," one often finds such terms as accelerated, concentrated, condensed, and hurry-up programs (p. 6), and that such programs are conducted at levels ranging from kindergarden to college. They list some eleven types of intensive courses:

(1) Intensive courses that stress specific isolated skills or address a particular level;

(2) Intensive courses for language teachers who utilize them as a means of review and/or for purposes of continuing education;

(3) language weekends, retreats, and/or camps providing a short-term immersion experience for high school and college students as well as for teachers;

(4) Intensive courses for specific groups other than foreign language teachers;

(5) Intensive courses for such service-oriented volunteer groups as the Peace Corps, VISTA, and Teacher Corps;

(6) Intensive courses in preparation for specific study tours;

(7) Intensive study of language, literature, culture, and civilization during a regular semester;

(8) Intensive study on the high school level;

(9) Intensive courses designed to provide high school seniors with a 'head start' on a college education;

(10) Immersion courses in the U.S. and in the target language countries;

(11) Immersion experiences provided by residential facilities; (Benseler and Schulz, 1979, pp. 6-8).

While an immersion program postulates that a second language learner can be literally submerged in the target language and forced to function in that language for most of the school day by virtue or there being no alternative (Morgan, 1943; McGillivray, 1978), to say the least, it is not easy to create true immersion programs in the U.S. Consequently, one finds courses ranging from Summer "total immersion" programs to intensive semester or academic courses with up to forty hours of classroom instruction per week to January interim courses to Saturday courses meeting for six hours of instruction once a week during the semester (Benseler and Schulz, 1979, p. 9), all of which could be called more appropriately "partial immersion."

As Morgan (1943) pointed out, "intensive" describes the student's effort and not the method or the instructional

materials employed (p. 199). Yet, immersion or intensive programs are most generally defined by the strategy used (Roy, 1980). While the methods or strategies employed are just as varied as the names used to describe the programs, it is interesting to note that all programs call basically for small classes, extended daily exposure to the language, aural/oral emphasis, generally more than one instructor, as little use of the native language as possible, frequent testing, and extracurricular activities. The principal aim of these programs is always to develop within the learner the capacity to communicate efficiently in diverse situations of the learner's daily life. In describing a current program, Roy (1980) emphasizes that (1) the main focus for teacher and student is always on the expressing and understanding of thoughts and feelings; (2) the form of expression is always secondary; and (3) a great variety of techniques is used to ensure linguistic control, but linguistic exercises are used only to the extent that they facilitate the expressing and understanding of ideas and feelings (p. 405).

While there may be many negative aspects to intensive instruction, many advantages continue to support the existence of such programs. On the one hand, intensive (or immersion--whichever one chooses to call them) courses

are very costly because of the low teacher-student ratio; they are best suited for summer sessions when students have no other course commitments (Moreland, 1980); they permit little opportunity for self-pacing; and they are very demanding on both teacher and student. As Benseler and Schulz (1979) point out, the staff must be willing to devote, and often donate, considerably more time and energy to planning and instruction than are necessary in traditional courses (p. 10). On the other hand, there is some evidence that such programs enhance language proficiency (Moreland, 1980; Benseler and Schulz, 1979). This proficiency can be attained without the usual lengthy time commitments. Attrition rate is usually smaller than in a conventional sequence because students receive close and personal attention and, very importantly, as Moreland (1980) points out, there develops a camaraderie among students which tends to keep them together. Also, students can fulfill their language requirement within one time element; and, finally, because intensive courses are offered generally during the summer months, faculty do not have to teach an entire quarter or semester and still be able to teach a course.

An intensive program bearing many of the characteristics mentioned above was conducted at the University of Tulsa, Oklahoma, during the Summer of 1982.

THE FRENCH IMMERSION PROGRAM AT THE UNIVERSITY OF TULSA

The French Immersion Program conducted at the University of Tulsa was conceived initially with the idea of providing high school juniors and seniors with a 'head start' on their college education and exposing them to the facilities and program availability at the University of Tulsa. Students who registered for the course ranged, however, from incoming freshmen to college seniors. All of them had had previous exposure to French or another foreign language and most of them wanted to study French because of personal interest and/or their college requirement. They found this program a "quick way to get a good start on learning a language... It made more sense to concentrate on a language and learn it well rather than going two times a week for one hour... It was better to concentrate on the one subject and not be distracted by other courses... One could receive a more detailed and personalized approach to learning a foreign language... Spending several hours in the classroom was the closest to living the language " (Students' comments).

Thirteen students were enrolled initially. One student dropped out after three days because of personal problems. All remaining twelve students completed the course including one elderly gentleman who was not taking the course for a grade, leaving a population of accountable

students at eleven (11). Classes met daily for six weeks from 9:00 A.M. to 12:00 Noon and from 1:15 P.M. to 3:30 P.M. Morning session were reserved for the presentation and drill of new concepts; afternoons were reserved for laboratory work, small group work and practical application of the concepts learned, and the completion of exercises in work-books. All four skills (listening, speaking, reading, writing) were emphasized equally. A French native helper was hired for the afternoon sessions to monitor small group work. Students were tested after every third chapter. A comprehensive examination was administered on the last day of the program. Students were encouraged to eat lunch together and use the language as much as they could, but this was not enforced because of the stressful nature of the program.

Performance in listening, reading, and writing of students in the intensive group was later compared with the performance of a group of students in a traditional program at The Ohio State University. The Ohio State University was selected because of the researcher's easy access to this institution and, principally, because the instructional materials employed were the same as those used in the intensive program. A more detailed description of this program is given in a subsequent section on procedures.

THE PROBLEM

How beneficial second language intensive courses really are remains a question. Although foreign language educators are often led to believe that intensive courses enhance proficiency, little empirical evidence exists to substantiate such claims, and empirical studies need to be conducted. Furthermore, because intensive language programs involve by their very nature small samples, empirical studies need to be replicated with several populations and results need to be compared.

This study was conducted, therefore, to provide additional data about the efficiency of such programs. It attempted to answer the following questions:

(1) Do students enrolled in an intensive language program obtain higher scores on measures of overall performance than students enrolled in a traditional classroom situation (five one-hour per week; ten weeks per quarter)?

(2) Do students enrolled in an intensive language program obtain higher scores on measures of free composition, listening, reading, and writing than students enrolled in a traditional classroom?

(4) Does the reason for studying a language affect students overall performance scores and/or free composition scores? (For free composition, see p. 13).

PROCEDURES

This study involved two groups. The experimental group was composed of the eleven students enrolled in the French Immersion Program at the University of Tulsa, Oklahoma, during a six-week period (June 21 - July 30, 1982). This group will be referred to thereon as Immersion. The control group was composed of all students enrolled in French 102 (and present on November 12, 1982 when the test was administered) at The Ohio State University, Columbus, Ohio. Twenty students composed the control group. This group will be referred to thereon as Traditional. Students in both groups had had approximately 120 contact classroom hours. Students in the Immersion group met from 9:00 A.M. to 12:00 Noon and from 1:15 P.M. to 3:30 P.M. However, most of the afternoon was reserved for laboratory work and the completion of homework. Students were not assigned any work outside of class but were, of course, free to study. Students in the Traditional group met every day for 47 minutes, 5 days a week over a period of two quarters. They had free access to the language laboratory and were assigned work outside of class. Both groups used the same textbook, Invitation by Jarvis et al. (1979) and the

accompanying workbooks and laboratory tapes and covered exactly the same amount of material (i.e., 15 chapters) prior to testing. Students in both groups were tested immediately upon the completion of chapter 15.

The measuring instrument represented a set of tasks closely related to class assignments in the listening, reading, and writing skills (See Appendix A). The instrument was designed for a 47-minute class period to give students ample time to complete all the activities. Testing at the University of Tulsa was administered by this researcher. Testing at The Ohio State University was administered by the students' Teaching Assistants who were the regular instructors during the second quarter. The speaking skill was not included because of the impossibility to control for numerous extraneous variables.

Prior to completing the set of activities, students were asked to complete a questionnaire to supply the researcher with additional and personal data about the subjects (See Appendix B). All data obtained were subjected to statistical analyses.

SCORING

All scoring was done by this researcher. In the listening section, responses were assigned 2 points each: 1 point if the response indicated that the listener had understood the question or utterance; 1 additional point

if the appropriate response was expressed correctly. Orthography was not taken into consideration. For example, responses to the question, "Qu'est-ce que vous aimez faire en été?" were scored as follows:

(1) --J'aime allé à la plage. 2 points

(2) --J'aime faire allé à la plage. 1 point

(3) --Il fait chaud en été. 0 point

In other listening activities, a response was either right (1 point) or wrong (0 point).

In the reading section, responses were either right (1 point) or wrong (0 point).

In the writing section (Activities A, B, C, D, E, F), scored 1 point for every error possibility. For example, the response to the question, "Est-ce que vous aimez les légumes?" where the student was required to respond using a pronoun, allowed for 5 possible errors or 5 points:

```
--Oui,  je   les   aime.
  1     2    3 4     5
```

The pronoun les was assigned 2 points because correctness and place were taken into consideration. In the writing section, all spelling counted. For example, three possible answers were scored as follows:

(1) --Oui, je les aime.
1 1 1 1 = 5 points

(2) --Oui, je aime les.
1 0 1 1 0 = 3 points

(3) --Oui, j' le aim.
1 0 1 0 0 = 2 points

Other writing activities were scored exactly in the same fashion, i.e., according to the number of possible errors.

Activity G (Free composition) was considered a separate section. Students were encouraged to write as much as they wished or as time permitted. Because the researcher was interested in this section in the amount of information conveyed, neither orthography nor syntax were taken into consideration as long as the researcher could understand clearly the information communicated. The researcher measured how much students said in the second language in terms of Idea Units (McKee, 1980). An Idea Unit was defined operationally as any main idea or any object (direct or indirect) or any accompanying modifier (Clausal or nonclausal). Any Main Idea was defined in terms of the conjugated verb and its subject. A Clausal Modifier was defined as any group of words formed by a subordinating conjunction or relative pronoun acting as a subject and the verb of which it was the subject. A Nonclausal Modifier was defined as any single word modifier such as adverbs, descriptive adjectives, participles, infinitives, gerunds, etc., and any prepositional, participial, adverbial, gerund, or infinitive phrases (pp. 13-14). The following is an example of scoring:

Mon ami qui joue de la guitare va venir ce soir

Mon ami [va venir] (main idea) // qui joue (clausal modifier) // de la guitare (object) // va venir // ce soir (nonclausal modifier). // = 4 Idea Units

It was hypothesized that students in the immersion program would do significantly better than students in the traditional class in measures of listening, reading, and writing because of allegations made in previous studies and the motivational factor which is believed to play an important part in student performance.

ANALYSES, RESULTS, AND DISCUSSIONS

Analyses were performed on measures of overall performance, and on separate measures of free composition, listening, reading, and writing. Table 1 shows differences between groups for overall scores. Overall scores include scores in listening, reading, and writing.

Table 1.- T-tests for Differences between Groups for Total Score.

	$\bar{X}$	SD	t	DF	P
Immersion (N = 11)	134.37	14.37	-0.75	29	0.45
Traditional (N = 20)	131.10	12.40			

Although no statistically significant difference was found, students in the immersion group scored slightly higher than students in the traditional group.

Table 2 presents the means for free composition, listening, reading, and writing scores. Upon examining the means for free composition scores, it appears that the immersion group scored significantly higher than the traditional group. It should be remembered that the free composition reflects the amount written rather than linguistic correctness. No statistically significant differences were found for the listening, reading, and writing mean scores for each group.

Table 2.- Means and T-tests for Free Composition Listening, Reading, Writing by Group.

	$\bar{X}$	SD	DF	t
Free Comp.				
Immersion	26.90	8.25	29	-5.40*
Traditional	11.60	7.15		
Listening				
Immersion	21.45	2.50	29	-0.71
Traditional	20.85	2.10		
Reading				
Immersion	24.90	3.41	29	-1.85
Traditional	22.90	2.57		
Writing				
Immersion	88.63	10.12	29	-0.36
Traditional	87.35	8.88		

*p = .0001

One item on the personal data questionnaire asked for the students' reasons for studying French. Students were asked to indicate whether they were studying French for personal interest, college requirement, and/or a combination of the two. Table 3 presents the means and standard deviations of the overall scores by reasons for taking French for each group.

Table 3.- Means and Standard Deviations for Overall Performance Scores for Reason for Taking French and Group.

Reason	Group				
	Immersion		Traditional		Overall
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$
Pers. Int.	139.20	18.10	139.33	10.67	139.27
	(N = 5)		(N = 6)		(N = 11)
Col. Req.	127.75	11.41	124.14	11.89	125.45
	(N = 4)		(N = 7)		(N = 11)
Both Pers. Int. & Col. Req.	138.00	7.07	131.00	11.27	132.56
	(N = 2)		(N = 7)		(N = 9)
Overall	134.82		131.10		132.42
	(N = 11)		(N = 20)		(N = 31)

The results in Table 3 suggest that for both groups the mean scores of students taking French for personal interest were higher than the mean scores of students taking French for either a college requirement or both college requirement and personal interest.

An analysis of variance was performed on the data that revealed a statistically significant difference for the type of reason variable (Table 4).

Table 4.- ANOVA of Overall Performance Scores by Reasons for Taking French and Group.

Source	DF	SS	F
A (Reason)	2	947.72	3.01*
B (Group)	1	78.22	.50
AB	2	52.51	.17
S/AB (Error)	25	3931.55	
Total	30		

* $p < .001$

Duncan's multiple range test for *post hoc* comparisons were performed on the overall means for type of reason. Students who took French for personal interest only had an overall mean score that was statistically significant from the mean score of those students who took French for both personal interest and college requirement; and, the mean score of those students who took French for both personal interest and college requirement was statistically significantly higher than the mean score of those students who took French for a college requirement only ($\alpha = .05$).

LIMITATIONS AND RECOMMENDATIONS

Admitedly, this study has some serious limitations. Firstly, the very small population in the immersion and the traditional groups does not allow for any generalization. Because a small sample size is, however, a common characteristic of intensive programs, empirical studies need to be conducted and replicated, and results need to be compared. Secondly, students in the traditional setting had a different instructor during the second quarter. A change in instructor might have been an influencial factor. Thirdly, only one particular kind of instructional materials was used. Data need to be collected in immersion and traditional programs that use different instructional materials. Fourthly, in this study, a few students in the

Traditional group had a summer interim. Students who take a language during two consecutive quarter might score significantly higher than students who have a quarter interim. Fifthly, the language in this experiment was French. Whether or not the present findings are applicable to languages other than French must also be investigated. Sixthly, the measuring instrument in this study represented only a sample of a variety of learning tasks used to measure the listening, reading, and writing skills. Other instruments to be developed. Finally, and most importantly, whether retention or performance remains superior after a period of time following intensive instruction as opposed to traditional instruction must be investigated.

CONCLUSIONS

An overview of the findings revealed that students in the intensive situation generally outperformed students in the traditional setting, although differences were sometimes very slight. Although students in the immersion program did not score significantly higher in listening, reading, and writing, the scores obtained from the free composition activity indicate that students enrolled in an immersion program are more eager to use the target language (at least in written form) than students in the traditional classroom. Also, the reason for taking a language appears to affect students' performance. Whether

or not a language is studied in an immersion or a traditional program, whenever the 'personal interest' element is envolved, performance is enhanced. This study showed that students who took French simply because they wanted to learn the language scored higher than students who wanted to learn French but needed also to fulfill their language requirements; These in turn scored higher than students who were only fulfilling their language requirement. Although all students appeared to enjoy equally learning French in an immersion situation, intrinsic motivation is indeed a key factor in language learning.

Finally, one might conclude that although this study did not reveal dramatically superior results from students in the immersion program, immersion programs must be promoted. They remain attractive to the student who wants an immediate and firm grasp of the foreign language or to the student who wants to preserve his/her heritage but who does not want to spend several semesters or quarters learning the language. The nature of the intensity of a program must of course be clearly determined. In the Tulsa program, students felt that maximum speed had been reached and that they could not have assimilated more material in this amount of time.

APPENDIX A

Instrument (Student Copy)

DATE _____

GROUP _____

LISTENING

A. You will hear six (6) numbers in French. Please write them down in Arabic numerals. Numbers will be read TWICE ONLY.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

B. You will hear six (6) expressions of time. Please express them as you would in English using Arabic numerals. Time expressions will be read TWICE ONLY.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

C. You will hear six (6) questions in French. Please respond in French. Questions will be read TWICE ONLY.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

READING

A. Please give the Arabic numeral equivalents.

1. Trente _____

2. Deux cent onze _____

3. Quarante et un _____

4. Quatre-vingts _____

5. Trois cent cinquante huit _____

6. Mille six cent quatre vingt dix _____

B. Please give the English equivalents for the following French expressions.

1. Je viens de finir le livre.

_____

2. Nous sommes en train d'étudier.

_____

3. Il se met à pleuvoir.

_____

4. Je tiens à ne pas être en retard.

_____

5. Les deux frères s'entendent très bien.

_____

6. Je me mets rarement en colère.

_____

C. Please read the passage on the next page. Then indicate whether the statements below are Vrai (V) or Faux (F).

_____ 1. Kiwele a habité au Zaïre.

_____ 2. Il n'avait ni frères ni soeurs.

_____ 3. Kiwele parlait français.

_____ 4. Kiwele a appris aussi le luba et le swahili.

_____ 5. Quand il avait douze ans, Kiwele est allé en Belgique.

_____ 6. Kiwele n'a pas pu aller à l'université.

_____ 7. Il travaillait dans une réserve d'animaux sauvages.

_____ 8. Il est allé en Belgique en juin.

_____ 9. Avant d'aller en Belgique, il n'avait jamais vu de neige.

_____ 10. Il pensait qu'il pouvait l'envoyer à sa mère.

Mohammed Alimi

Il y a un grand nombre de Nord-Africains qui travaillent en France et leur intégration à la vie française n'est pas toujours facile. Ici, Mohammed Alimi, un jeune Algérien, parle avec un reporter français.

Le reporter: Pourquoi avez-vous quitté l'Algérie?

Mohammed: J'ai quitté mon pays pour *venir* travailler en France. Mon *père est mort* en 1966, cinq ans après l'indépendance de l'Algérie. J'ai été obligé de travailler pour nourrir *toute** la famille. J'ai travaillé *comme manœuvre* dans le port d'Alger pendant *plusieurs* années. Mais j'ai eu un accident et je suis resté *quelques* mois à l'hôpital.

to come / father
died
all, the whole / as a / laborer / several
a few

Le reporter: Qu'est-ce que vous avez fait quand vous *êtes sorti* de l'hôpital?

left

Mohammed: J'ai cherché du travail mais sans succès. Alors, j'ai décidé de partir en France. Je suis arrivé à Marseille en 1975.

Le reporter: Est-ce que vous avez eu beaucoup de difficulté à trouver du travail?

Mohammed: Oui, j'ai été obligé d'attendre plusieurs mois. *Finalement*, j'ai trouvé du travail dans les *travaux publics*, comme manœuvre.

finally
public works

Le reporter: Vous n'avez pas pu trouver un travail plus facile?

Mohammed: Non, parce que je n'ai pas d'*instruction*. J'ai commencé à *apprendre* à *lire* et à *écrire* seulement après mon arrivée en France. Ce n'est pas facile à mon âge et quand on travaille du matin au soir. Mais maintenant je peux lire le journal sans trop de difficulté.

education
to learn / to read / to write

Le reporter: Est-ce que vous êtes satisfait de votre vie ici?

Mohammed: Oui et non. Je peux *gagner ma vie* ici, mais il faut travailler *dur*. *A mon avis*, pour avoir un travail décent, il faut avoir de l'instruction. Alors, nous, les Arabes, nous faisons les travaux que les Français ne veulent pas faire. Il y a aussi beaucoup de gens qui n'aiment pas les Arabes. Heureusement, tous* les Français ne sont pas comme ça.

earn a living
hard / in my opinion

Le reporter: Est-ce que vous regrettez votre décision de venir en France?

Mohammed: Non, mais la vie n'est pas facile ici. Et je ne veux pas rester manœuvre toute* ma vie. J'envoie une partie de mon salaire à ma famille en Algérie et j'économise le reste pour pouvoir apprendre un vrai métier. J'espère que ça va marcher.

(Invitation, Jarvis et al.)

WRITING

A. Please write correct sentences using the given words. Don't forget to make all the necessary changes.

1. étudiants / apprendre / français.

_____

2. Rien / être / facile.

_____

3. Américains / adorer / football.

_____

4. Hier / nous / sortir.

_____

5. Je / avoir / beaucoup / devoirs.

_____

6. Paul et Pierre / habiter / Etats-Unis.

_____

B. Please answer the following questions using appropriate pronouns.

1. Est-ce que vous aimez les légumes?

_____

2. Est-ce que vous allez quelquefois au cinéma?

_____

3. Est-ce que vous avez parlé au professeur?

_____

4. Est-ce que vous pensez à vos parents?

_____

5. Est-ce que vous allez téléphoner à vos parents?

_____

C. Please answer the following questions negatively.

1. Est-ce que tu t'es jamais cassé la jambe?

_____

2. Est-ce que tu as encore faim?

_____

3. Est-ce que tu as vu quelque chose?

_____

D. Please fill in the blanks with the correct form and tense of the verb in parentheses.

1. D'habitude, les étudiants _____ à 3 heures et demie. (finir)

2. Demain, je _____ jusqu'à 9 heures. (dormir)

3. Quand j'étais petite, je _____ toujours la table. (mettre)

4. En général, nous _____ du café à midi. (boire)

5. Nous sortirons quand elle _____. (venir)

6. Hier, je _____ un article sur l'écologie. (lire)

7. Qu'est-ce que tu _____ faire demain? (vouloir)

8. Est-ce que vous _____ la leçon hier? (comprendre)

9. Je travaillais quand mes amis _____. (arriver)

10. Qu'est-ce que vous _____? (dire)

E. Please give the French equivalents for the following English sentences or expressions.

1. It's raining! _____

2. I was born... _____

3. I feel like going out! _____

4. I'm thirsty! _____

5. I cut (have cut) myself _____

6. I'm cold! _____

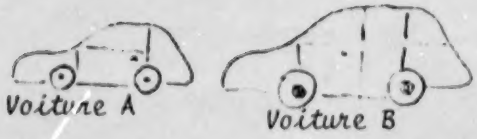
7. When I was small... _____

8. I need a pencil _____

9. I have a headache _____

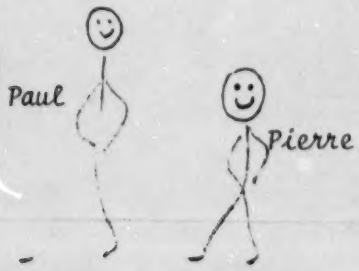
10. Be nice! _____

F. Please tell something about the following items using the comparative.



1. _____

_____

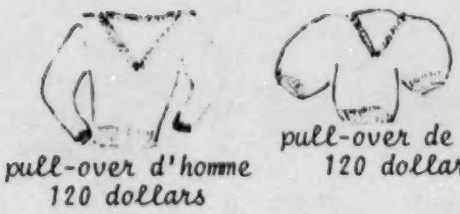


2. _____

_____

3. _____

_____



4. _____

_____

G. Free composition - Tell something about the way you spent the last six weeks. Remember that you will be speaking about a situation in the past.

_____

_____

_____

_____

_____

(Use the rest of this page if you need more space to complete Activity G.)

APPENDIX B

Instrument (Instructor Copy)

LISTENING (Instructor's copy)

A. You will hear six (6) numbers in French. Please write them down in Arabic numerals. Numbers will be read TWICE ONLY.

1. 4
2. 28
3. 57
4. 42
5. 106
6. 200

B. You will hear six (6) expressions of time. Please express them as you would in English using Arabic numerals. Time expressions will be read TWICE ONLY.

1. midi
2. 11 h moins le quart
3. 3 h du matin
4. 7 heures 20
5. 4 h moins 10
6. 5 h 5

C. You will hear six (6) questions in French. Please respond in French. Questions will be read TWICE ONLY.

1. Est-ce qu'il fait du vent aujourd'hui?
2. Qu'est-ce que vous aimez faire en été?
3. Est-ce que vous êtes sportif?
4. Est-ce que vous allez en vacances la semaine prochaine?
5. Qu'est-ce que vous avez fait hier soir?
6. Est-ce que vous aimez voyager?

APPENDIX C

Questionnaire

PLEASE ANSWER THE FOLLOWING QUESTIONS:

Male _____ Female _____

Do you speak a foreign language at home? YES____ NO ____

If YES, what language do you speak? _____

Have you ever studied a foreign language? YES ____ NO ____

If YES, what language(s) have you studied? 1. _____

2. _____

3. _____

Where did you study that foreign language? (check where applicable)

College _____ Number of semesters or quarters _____

High School Freshman Year ____

Sophomore Year ____

Junior Year ____

Senior Year ____

Junior High School 7th Grade ____

8th Grade ____

Other _____

What average grade(s) did you receive? _____

Why are you studying French now? Personal interest _____

College requirement _____

Other _____

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